

USAID Team Visits MBE Target Schools

The good reputation of MBE has reached as far as Washington. In November 2005 Mr. Jim Kunder, the USAID Director for Asia and the Near East, came to Indonesia and visited a number of USAID program sites in East Java. Among these were MBE target schools in Batu, **SD Tulungrejo 4** and **MI Bustanul Ulum**. Mr. Kunder was accompanied by the Director and Deputy Director of USAID Indonesia, Bill Frej and Robert Cunnane, James Hope and Jill Gulliksen from the Education Office of USAID Indonesia, together with a team from the MBE offices in Jakarta and East Java.



From left to right: Bill Frej, Director of USAID Indonesia, Abdurahman Asari, MBE Coordinator in East Java, and Jim Kunder, USAID Director for Asia and the Near East discussing a student's piece of work during a visit to SD Tulungrejo 4, Batu.

They were also accompanied by local government officers, including Bpk Imam Hidajat, Head of the Education Office, Kota Batu and Ibu Mistin, Head of the Education and Teaching Section. The USAID team appreciated the achievements of the students, schools and local governments working together with the MBE program. Due to time constraints, they visited only Batu because it is easy to reach from Surabaya, but their appreciation was addressed to all MBE target areas that have been working hard to raise the quality of education. More photos of the USAID Batu visit can be seen on the back page.



MBE is Helping in Aceh

As part of the USAID program for Nanggroe Aceh Darussalam province, a party from the District Education Office and schools in Banda Aceh were invited in August by the DBE (Decentralized Basic Education) project, USAID's new education program, to take part in a study visit to MBE and CLCC target schools in Probolinggo. Before



visiting Probolinggo the principals and school committees received training in School Based Management (SBM) and Community Participation from the DBE team. After returning from Probolinggo a number of the Aceh schools started to implement changes in school management and teaching. Besides receiving support to implement SBM and Community Participation from DBE, they also requested training in PAKEM teaching methods.

Therefore, in mid December MBE started working together with the DBE program to train 16 conventional and religious primary schools (SD and MI) in Banda Aceh to develop PAKEM in their schools. A team of facilitators from MBE districts in Central and East Java accompanied by consultants went to Banda Aceh to provide a week of training for principals and teachers in the target schools. The training, which included practical teaching, is described in more detail on page 14. The training will be followed up with the selection and training of facilitators in Banda Aceh.

1. The PAKEM training was opened by the Mayor of **Banda Aceh**, Bpk Mawardy Nurdin.
2. A group of training participants in discussion watched by an MBE facilitator, Ibu Tiwi Nurhayati from Batu.
3. Grade 5 children from **MD 110 Banda Aceh** experimenting to find vitamins helped by Ibu Masida Hanum, a teacher at **SD 77 Banda Aceh** during teaching practice.

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Schools in Probolinggo Become Work Unit

In Probolinggo district one of the signs of the commitment of the local government to developing education is in their designation of secondary schools as 'work units'. The process of designating them as work units started with a meeting between principals of secondary schools with the Bupati (District Head) in mid September 2005. At the meeting the Bupati listened to the problems they faced, especially regarding the allocation of routine funds from the district budget (APBD).

At this meeting several problems were identified relating to budget allocations. As a result the Bupati decided on a policy whereby all 58 junior and senior secondary and vocational schools were to become work units. As part of this they had to make a 'work unit' budget to include staff expenses (salary and non-salary), goods and services, maintenance and official travel.

To follow up on this policy, the Education Office in conjunction with MBE worked together to prepare the institutions for the formation of these work units. The joint activities included:

1. Making a study visit to Madiun, an MBE target area that has previously implemented the policy of the school as a work unit.
2. MBE and LGSP provided technical aid in the form of training to schools regarding planning and making school plans and budgets (see the story on the right).



The leader of the Probolinggo group, Bpk. Syafiudin (upper right wearing Batik) being received by the Head of the Madiun Education Office, Bpk Humaidi (upper middle) listening to an explanation about budgets in Madiun. This was continued with extensive discussions between members of the group and school principals (above).

USAID Programs Working Together in Probolinggo

Managing Basic Education (MBE) and the Local Government Support Program (LGSP) are two programs from USAID that work in partnership with Probolinggo district. Each program has a different focus for providing technical assistance to the local government.

One of the MBE program's focuses is helping schools to make School Development Plans and School Budgets. Meanwhile, one of the LGSP program's focuses is to provide technical assistance in Finance and Planning for the Education Office.

During School Based Management training for Junior Secondary Schools in Probolinggo the two programs were able to work together although they have different focuses. The training was to prepare the secondary and vocational schools in Probolinggo to become effective work units. The participants in the training were school principals and bursars. They were trained in making school plans, budgets and managing funds.

This was the first time a joint activity between two programs has been conducted in an MBE target area. Overall the activity worked very well. This was evident from feedback from the participant at the end of the training.



(Left) Hari Riyadi, MBE consultant and (right) Ibu Purwida LGSP consultant introducing themselves at the SBM training for Secondary School Principals and Treasurers in Probolinggo.



LGSP consultants and MBE facilitators providing individual assistance during preparation of school plans and budgets.

Banyuwangi: New Bupati's Policy In Line with MBE

On 2 December 2005 MBE consultants accompanied by the Head of the District Education Office met with the newly elected Bupati of Banyuwangi, Ibu Ratna Ani Lestari who had been inaugurated for the period 2005-2010. The MBE consultants described the program that is being implemented in Banyuwangi and its impact. Education is one of the sectors that is a priority for development in Banyuwangi. This can be seen from the Bupati's policy that stipulates free education in all state schools. Education policy is also directed to increasing access to education in junior high schools. She has set a target that by the year 2007 all graduates from primary schools will be able to continue to junior high school.

The Bupati said that she has visited one of the MBE target schools, **SDN 7 Jajag** in Gambiran sub-district. She stressed that what was being implemented by the school showed that the active, creative, joyful and effective learning (PAKEM) does not have to be expensive and is not just for schools in towns.

She asked for the Education Office together with the MBE program to spread PAKEM to other sub-districts, especially in rural areas, in order to provide quality education for all.

From left to right:
Bpk Nurhadi (Head of Education Office), Ibu Ratna Ani Lestari (Bupati of Banyuwangi), Bpk Asari (MBE Coordinator, East Java) and Bpk Toto Purwanto (MBE Consultant)



Good Luck, Ibu Ratna, leading Banyuwangi and developing education in the district.

Rapid Progress in Pasuruan

Teachers at Pasuruan have made a lot of changes even though they only just received their PAKEM training a few weeks earlier. The development that has taken place is not limited to physical changes like children sitting in groups and displays of student work which can be seen in many classes, but can also be seen in the teaching. Many teachers are already routinely implementing active learning through practical activities and asking the children to express themselves in their own words. Some of the schools exhibiting this development are SD Bukir, SD Petamanan, SMP 6 Pasuruan and MTsN Pasuruan.

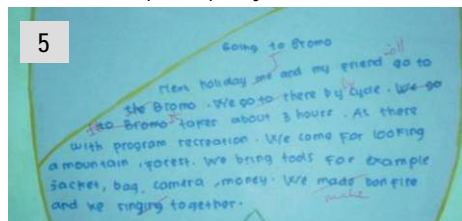
The Importance of Leadership

One thing that stands out in Pasuruan is the leadership at district and school levels. A visit by MBE coincided with the selection of district facilitators. Many people were involved in this including the conventional and religious school supervisors, the Heads of the Education Office from each sub-district and the Heads of Section from the Education Office. They observed the candidate facilitators teaching in their schools. Even the Head of the Education Office Bpk Ulum dropped in to observe the selection of the facilitators.

The commitment of education management at district level was mirrored in schools by the principals and teachers who are working hard to develop the quality of education.

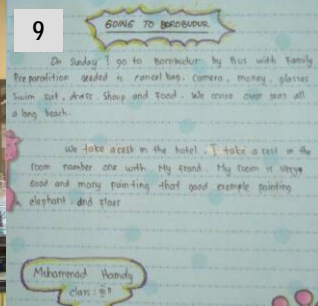


1. Ibu Hanudah, a grade 6 teacher and candidate district facilitator watching children do an experiment on electricity. She is in turn being observed by Bpk Sutrisno, Head of the Branch Education Office in Purworejo Sub-District, Pasuruan.
2. Ibu Siti Aminah, a grade 3 teacher at SD Petamanan has already made her class attractive and interesting.
3. The children doing the experiment
4. Ibu Mudji Etik, Principal of SD Petamanan in front of her school budget, which was drawn up jointly with the School Committee and includes the BOS. See the article by Ibu Etik on page 4.



TEAMWORK IS THE KEY TO SUCCESS AT PASURUAN!

Left to right: Mr. Kadis (Chief of SD Bukir committee), Drs. Praminto, M.Pd (Primary School Supervisor), Muratin, A.Ma.Pd (SD Bukir School Principal), Sriyaton, S.Pd (Branch Head of Gadingrejo Education Office), Drs. Bahrul Ulum, MM (Head of Pasuruan Education Office), Drs. Subandrio, M.Pd (Secondary School Section Head), Drs. Ach. Fauzy (Primary Schools Section Head), Drs. Suradji (Curriculum Section Head from MORA)



Junior Secondary Schools are also showing progress in teaching.

5. Writing in English. Learning using communicative approaches gives the children the opportunity to communicate orally and in writing, rather than just doing exercises from a book.
6. The grade 3C students at SMP 6 Pasuruan display their English work.
7. The principal of SMP 6, Bpk Rahmat and English teacher, Ibu Krismawati
8. The English teacher from the MTsN, Ibu Khorayah.
9. At MTsN Pasuruan writing by a grade 3D student, Muhammad Hamdy, shows the communicative approaches used by his teacher.
10. Grade 2A students at SMP 6 making a graph watched by their teacher Ibu Uyun.

MAGELANG: Community Participation Shows Results

Having participated in MBS training in Magelang, and visited a number of MBE target schools in Batu, several schools and committees at Magelang started to change. One of them is SD 7. Ibu Wuryaning, the principal and Ibu Heni Hernawan, a committee member, discussed the possibility of establishing Parents' Sub-Groups, as part of the Parents' Group, with responsibility for each class. This was inspired by the parents groups they saw in Batu. Another thing that they are proud of is Ibu Mutrifah, a school committee member who has children in grades 4 and 6. In her capacity as manager of BMT Gema Insani Islamic Bank in Magelang she offered to open a kiosk for services to students every Monday, Wednesday, and Friday during the break time. This offer was welcomed by the school, and was explained to the students on Saturday, November 19, 2005. By Monday 21 November out of a total of 425 students, 190 had registered with total deposits of Rp.871,000. BMT itself didn't expect such enthusiasm. Without any incentives being offered, the average amount each student deposited was between Rp.1.000 – 5.000, and it is estimated that, over the period of a month, deposits could reach about Rp.10 million. Ibu Heni and Ibu Mutrifah explained that the students in grades 1-5 are saving money to buy additional learning materials (books, stationery, etc.), and grade 6 are saving in preparation for entering junior secondary school (SMP). This is good because it creates good saving habits, and raises the students' awareness of the banking system.



Two students depositing part of their pocket money with the BMT Gema Insani staff, watched by (left to right) Ibu Wuryaning, SD 7 Magelang Principal, Ibu Heni, School Committee and Ibu Mutrifah, the BMT Magelang Bank.

An activity that involved parental participation at SMP 7 Magelang was "Career Day" to which guest speakers were invited, mainly graduates of the school, parents or prominent local personalities. The speakers explained about their careers or work. In the photo on the right, you can see Ibu AKP R. Lahari, Samapta Section Head of the local police. She is a parent of Maulana a grade 7B student.



She explained about the tasks and responsibilities of police officers, police institutions, and how to become a police officer. This provided additional information and insights for the students. Bpk Papa Riyadi, SMP 7's Principal explained that this is a routine activity to enrich student understanding and knowledge.

School Committee Action at Pasuruan Petamanan SDN

Concerned...! That is an appropriate description of the members of the school committee of SDN Petamanan. Since it was established the school committee has been working hard to improve the quality of education. One of their achievements in 2004 was the collection of funds through a reunion of former students to provide chairs for the library. In 2005 they collected funds amounting to Rp.11 million from the wealthier parents, especially parents of grade 1 students, after publicizing their program to build new toilets.



The school committee's role is not only limited to material aid. They also offer themselves as resource persons and speakers. For instance they helped the students to learn how to make soya bean cakes (*tempe* and *tape*) and they help with extracurricular activities like *samroh*, and Al-Qur'an reading, art and "*pencak silat*" (traditional self-defense).

The emergence of School Operational Funding (BOS) has created the impression that school will no longer need additional funding. Under the leadership of Bpk Sumardijarsa, who believes that "*education is so important that there is no such thing as too much funding for education*" the school committee of SDN Petamanan has continued to gather funds from the wealthier parents. As a result they were able to buy furniture for grade 1 at a cost of Rp.15 million.

This active participation was in line with the MBS program, including transparent school management, for example, in making the school budget. The school committee, principal, teachers, administrative staff, support staff, supervisors and the head of the village drew up the school budget together. Because of this, and the concern shown by the school committee, it is hoped that the quality of the school will soon improve.

By Ms. Mudji Etik, Petamanan SD Principal, Pasuruan

KEBUMEN: Community Participation at Ambalkliwonan

The Principal of SDN Amalkliwonan in Ambal, Kebumen has sent reports to Dinas P&K for over a year requesting the repair of the severely damaged roof of their classrooms. But the repairs were never carried out. A large number of the roof tiles were damaged and when it rained the students had to move rooms. The roof supports were also damaged and it was feared the roof could fall in and injure the students.



From left to right: BpkSubandi (Village Head Ambalkliwonan), Bpk Suratman (Principal of SDN Ambalkliwonan), BpkTutur (School Committee Head) and Ibu Alfiah Anggraeni (Head Administration at Kebumen Education Office) in front of SDN Ambalkliwonan.

In view of the dangerous conditions and fearing an accident, the head of the village, together with the school committee and the community made efforts to solve the problem by providing funds and manpower. Little by little they raised Rp.10 million, which they used for reconstructing the roofs of two classrooms. They did the repairs by themselves. Only a small part of the work was carried out by skilled labor, at half the normal rate of pay, and most of the other work was carried out by the community without receiving any payment at all. If the volunteer work was valued in terms of money, the total community support was worth Rp.13.5 million.

What occurred at SDN Ambakliwonan is an example of community caring about and participating in supporting children's learning. However, there are still 5 out of the 8 classrooms that need rehabilitation. It is hoped that the Kebumen Education Office will show some concern for the physical condition of the school which was, incidentally, visited by the Bupati during the local election campaign.

PROBOLINGGO: Industry Cares about Education

Only a few industries have invested in Probolinggo district. One of them is PT. IPMOMI which specializes in the field of energy through its electric power plant in Paiton sub-district. PT. IPMOMI is not only investing in businesses in Probolinggo, but it also has a community development program which includes:

1. Education infrastructure
2. Increasing teacher competencies
3. Entrepreneurship
4. Social and culture



Top left: Bpk Bambang Jiwantoro Director of Community and Human Resources explaining the cooperation between PT IPOMI and the Probolinggo Education Office. **Top right:** The SBM training for Junior Secondary School at the PT IPMOMI Recreation Hall. **Above:** Consultants and MBE facilitators giving technical assistance during the training.

A lot of assistance for education has been provided by the company. One example is the SBM development program for junior secondary schools. The program was conducted in the PT IPMOMI hall. The company not only provided the hall free of charge, in addition the meals for the 110 participants were free during the training.

The community programs of the company are working well and the schools surrounding the company are benefiting. As an example the company helped to train English teachers throughout the district for free including the attendance of expert trainers for 19 days. Other aid came in the form of construction of sports facilities (a basketball court) for SMPN1 Paiton and rehabilitation of the schools' classrooms and laboratory.

PATI: Education Office Builds on MBE Experience

In August 2005 the Education Office in Pati drew up a syllabus for all primary schools in the District. The MBE primary school facilitators and MBE target school teachers spearheaded the activity. According to Bpk Sarpan, Primary School Section Head, pictured with Mr. Stuart Weston, MBE Program Director monitoring classroom activities at SD Sembaturagung 2, the syllabus will be used as a reference and resource for SD teachers throughout Pati in implementing PAKEM approaches to learning. The syllabus has been operating since 2004 for grades 1 and 4, and 2005 for grades 2 and 5.



Furthermore the MBE target schools (SD/MI) were given the responsibility by the Education Office for creating *Experience-Based Student Worksheets*. This is a program from the Primary School Section Head to simplify dissemination and has become a case study to discover how effective training has been in developing teachers' understanding of the PAKEM approaches to learning. It remains to be seen how PAKEM learning works using worksheets made by the MBE facilitators, rather than those currently in use which tend to focus only on cognitive learning.

In December the District Education Office, supported by MBE, organized a study visit to SD Kebon Dalam, Mojokerto which is a UNESCO target school through the CLCC program. The participants looked at PAKEM, management of the classroom and the school environment. During this activity the supervisors, principals, and teachers learnt a great deal about classroom management. According to Bpk Sarpan this issue needs greater consideration so that displays of students' work and the use of reading corners are suitable for the conditions in the school.



Bpk Kadis, Bahasa Indonesia Facilitator, discussing making worksheets with teachers of MBE schools.

Another Education Office program is the routine training of sub-district facilitators once every month in the sub-districts of Jakenan, Jaken, Winong, and Pucakwangi. This program has been implemented since July 2005 and will be extended to other sub-districts in the Pati district. This strategy or pattern is being employed wherever sub-district facilitators are given the responsibility for dissemination of PAKEM at cluster level.

SITUBONDO: Multigrade in a Big Way

Even though SDN 6 Kedunglo is not an MBE target school one of the district facilitators comes from the school, which is 20 Km from the sub-district education office and is difficult to get to. Multigrade teaching is going on in a big way at SDN 6 Kedunglo. This is because the conditions in the schools make it necessary, as it only has two classrooms, one for the principal and teachers and one for the children from classes 1 to 6 (51 students, 5 teachers). With that one room teacher creativity is very important to ensure that the teaching and learning processes go satisfactorily. Of course, it is difficult to concentrate in a room where there are so many different class levels. "But, as educators, we have to do our best to do our job," explained P. Harnoto, S.Pd, the principal of SDN 6 Kedunglo).

School Photo:
Banyuwangi
District Facilitators,
Situbondo
DC, the School
Supervisor,
Education Branch
Office Head,
Asembagus and
the teachers and
pupils of SDN 6
Kedunglo.



Moving Class in Situbondo



There is something new at SMPN1 Panarukan. The school has adopted a system of 'moving class'. This is the first time in Situbondo district.

In this system the children don't have their own classroom. The classrooms in SMPN1 Panarukan are subject rooms. The advantage of this system for teachers is that they can show their creativity and innovation in organising the rooms.

"At the moment we have provided a piece of carpet 1m high by 4 m long on each classroom wall. It is to display the children's work or the best of their tests," said the school principal, Hajar.

(Berita ini dari *Radar Banyuwangi*)



Above: Special room for B. Indonesia as part of grouping classes according to subjects. On the right is a map of the rooms in the school to help the children find their way around and make sure they don't waste time changing classes

PATI: Sonorejo's Committee is Developing the School

On 6 – 7 December 2005 DBE project schools from Kudus and Jepara visited MBE target schools in Jakenan sub-district (SD Sembaturagung 02, SD Sonorejo) and Pati sub-district (SD Pati Kidul 01, SD Kutoharjo 03) as well as a number of dissemination schools in Gabus sub-district (SD Gabus 01, SD Kuryokalangan 02 and SD Karaban 04). The focus of the visits was on making school development plans which is part of the School Management, Community Participation and PAKEM program. The 111 visiting participants included Dinas Staff, Principals and School Committee members. One of the activities at SD Sonorejo was a discussion between school committees from two districts with the head of the school committee from the school.

The picture on the right shows Bpk Sutono, chairman of SD Sonorejo's school committee discussing and explaining to visitors the work program the school has made and is implementing. This includes:



1. At the end of 2004/2005 academic year, at the initiative of the school committee, they carried out a special teaching program for grade 6 focused on subjects included in the national end-of-school examinations (UAN). The activity lasted from 14.00 till 20.00 and used funding from the school committee. The program was started six months prior to the UAN and time was allocated for each subject.
2. The parents' role in teaching and learning for grades 1-6 increased. The grade 1-2 parents made a rota for them to help the teachers with their teaching and with classroom management (picture right). Grade 3-6 parents focused on classroom management (such as making displays and classroom maintenance including painting the rooms).
3. The role of the committee as a mediator between the community and the school has increased, for example, when the school wanted to build a health room and library. At a meeting called by the school and the committee, the function of the building was explained to the parents and they agreed to collect funds from the better-off parents to the amount of Rp.78.000 per person. These funds will be collected over a period of six months starting in January 2006.



WHAT'S HAPPENING IN TRENGGALEK ?

To improve the implementation of the MBE PAKEM program in the target schools a team of facilitators has been chosen from teachers, school principals and supervisors who have participated in SBM and PAKEM training. On the shoulders of these facilitators rest the hopes of achieving deep-rooted improvements in the quality of learning through PAKEM and make it become normal practice for teachers in basic education. To make sure that the facilitators were of good quality, capable, and dedicated the selection process was rigorous. The candidates were observed by consultants and facilitators from other districts during the training. After the training period they were also monitored by a team from the district education office together with the district coordinator and school supervisors. On the 21-22 November 2005 they were observed by consultants in their own schools and were then interviewed by consultants during a Focus Group Discussion activity. Through a long process designed to ensure quality, 12 local facilitators were eventually selected.

What's Happening in Trenggalek ?

As part of the education management program at the district level, MBE has run activities to analyze the data collected during school mapping. This will then be used for making planning recommendations within the education sector. The data was taken from the Education Office's questionnaires and was supported by school mapping survey data from a vocational education program conducted by SMK Islam Durenan. Data analysis was carried out by the MBE district mapping team, assisted by consultants. The results will be reviewed in a workshop with local policy makers, education practitioners and related institutions on 25 January 2005 in order to draw up recommendations for district education planning.

To provide support in implementing School Based Management (SBM) and PAKEM in schools, the district MBE team regularly goes into the field to monitor the follow-up plans made by individual schools, to identify problems, and supervise the program. In fact the monitoring activities conducted by the district team has had a positive impact by increasing the motivation of schools and their stakeholders to develop SBM and PAKEM.



1. Focus Group Discussion as part of the selection of MBE district facilitators in Trenggalek.
2. Analysis of the school mapping data by the MBE school mapping team in Trenggalek; 27-28 Dec '05.
3. Monitoring MBE district team and facilitators gives a sense of motivation and pride.
4. Bpk H. Soeharto, the new Bupati of Trenggalek, Bpk. Mahsun Ismail, his deputy, Bpk. Husni Tahir-head of Committee D of the local parliament commented, "MBE is very good. OK we will support it 100%."



The response from basic education practitioners in Trenggalek district to SBM and PAKEM within the MBE program has been good. This was shown by a number of schools in a non-target sub-district (Karangan sub-district) which made their own study visit to several MBE target schools in Blitar district. When the district MBE team together with the facilitators and district coordinator went to see them teaching in their schools the results were amazing!!!

There was no great difference between these schools and the MBE target schools even though only one person per school had been trained. It appears that the PAKEM virus quickly infects other teachers!

PACITAN: Managing PAKEM in Tulakan Sub-District

As an MBE target area, Tulakan sub-district has realized that receiving assistance from outside sources was not going to continue forever. This applies to the MBE program with its development of PAKEM. The important issue is how can the main ideas of the program can be understood and implemented properly. Moreover PAKEM methods do not teach separately intellectual and social skills.



A crucial issue is that trainees are not always ready to take action when they return to their schools and communities. Bpk Sulisty, S. Pd, Head of Sub-Dinas Tulakan (photo above) proposed the following steps to support the management of the MBE program, especially in relation to PAKEM in order to ensure that the ideas are institutionalized:

1. Creating facilitators in the sub-district. In Tulakan sub-district there are 9 facilitators, 4 original and 5 second level facilitators. They are linked to the five core subject areas. These facilitators have been providing PAKEM training in the non-target schools.
2. Making use of school supervisors: Supervisors are always involved in all training activities in order to make sure that their supervision is in line with the program and they are able to give appropriate advice.

3. Using MBE materials: MBE material has been adopted and will be modified as necessary and other relevant materials will be used.
4. Using school operational funds (BOS) and other funds effectively to motivate schools into conducting their own training. These funds can be allocated to improving quality. This can be used for funding training programs for teachers. The result has been that 78 schools have implemented training on their own.
5. Working in partnership with the NGO, PLAN (a number of schools are located in PLAN target villages). Cooperation between MBE and PLAN is going well especially in the education sector. 20 schools have been implementing training that has been jointly managed.
6. Making best use of Teacher Working Groups as a forum to work out solutions to problems encountered in teaching by using the resources of the MBE facilitators.
7. Drawing up indicators of success together with the supervisors. This is important as an instrument to measure whether activities have achieved the anticipated target outcomes.

Using these approaches all 49 SD, 23 MI, and 6 SMP non-target schools have implemented the training. Indeed 90% of them have conducted two rounds of training.

MGMP Effective in Dissemination

Having been pressed to increase the quality of education especially in English teaching, all the English teachers who are part of the Teachers Working Group (MGMP) in Pacitan, held a workshop on 13 September 2005 on the Competency-Based Curriculum (KBK). This activity was aimed at achieving an understanding of the 2004 curriculum and helping teachers to use teaching and learning processes in English which will encourage the students think actively, grow in creativity, and achieve language skills in an enjoyable atmosphere. The training was also aimed at livening up the school and district level MGMPs. The 105 participating teachers came from state and private, conventional and religious junior secondary schools (SMP and MTs). At least half of the total number of English teachers in Pacitan attended.



The two days training that was really a MGMP forum was run jointly by the organizing committee and MBE consultants (Bpk Maskur and Ibu Furaidah). Teachers that had already received PAKEM and other training and MGMP officials helped provide guidance and support to the group of teachers. At the end of the training the participants felt that KBK is not as difficult as they had at first imagined. The overall picture was becoming clearer, as were ways of overcoming problems such as shortages of student books. Topics covered included: a curriculum analysis, understanding different kinds of texts, writing texts, making a syllabus, and making lesson plans after an example had been modeled for them. Through this kind of training it is hoped that teachers will be able to develop lesson materials independently. The training will be followed up at future MGMP meetings. With an improved syllabus teachers were able to make better worksheets and were able to implement KBK-based English language teaching using PAKEM. 99% of the participants felt satisfied with the training. This was reflected in the enthusiasm of the participants to meet the very tight-schedule of sessions and from their own written evaluations during the training.

The training was opened by the Bupati and also attended by the Head of the Education Office, Supervisors, and Principals. The participants thought it was very effective and that similar activities need to be run by MGMPs for other subjects. As a result of this training it is hoped that the development of PAKEM will be accelerated. The funding which was shared between the teachers of the MGMP and MBE proved the willingness of the teachers, if they are supported by their schools, to make an effort to improve quality. Thank you, MBE and hopefully it will benefit us.

By Kun Widayati Zulaika, a teacher at SMPN1 Pacitan.

BLITAR: Learning Out of Class at SMPN 1 Wlingi

On the 26 November 2005, grades 7A and B of SMPN 1 Wlingi visited the studio of Radio Purnama FM which happens to be located only 700 meters from the school. It was only a short walk to the studio through rice fields and it felt like a recreational stroll and an opportunity to breathe some fresh-air.

The main objective was to help develop the students' competencies in Bahasa Indonesia, including writing news items, reading news, and developing interviewing skills together with a news media expert. Helped by Ibu Muti'ah, the students enjoyed interviewing the news presenter Ibu Dea whom they had only known previously from her voice.

Ibu Dea herself is a graduate from SMPN 1 Wlingi. The activity also formed links between the school and one of its graduates. This type of activity also increases the community's role in education.



Ibu Dea replied politely to the questions from the students. Besides asking her about her career as an announcer, they tried to get an understanding of news management: how to find news, who searches for the news, how to write stories up, and how to broadcast them. The students were able to observe these things at first hand and ask questions of an expert.



There were many positive benefits to the students from the visit. They were very active during the activity. They really enjoyed learning in a new setting outside the classroom. More than that, it also broadened their horizons. A mastery of speaking and reading could well be an asset for the future. For example it can lead someone into being a reporter. From this activity it can be seen that studying outside the classroom is easy, cheap and leads to excellent results.

MAGETAN STIRRING....!!!

Magetan district made a study visit to MBE target schools in the towns and districts which have already made progress. It is hoped that this will be an inspiration and reference point for school stakeholders so that they can make better use of their resources and improve the quality of education in Magetan through SBM, Community Participation and PAKEM.

The study visits were divided into 2 groups. Firstly Magetan sub-district visited Blitar district on 8 September 2005 with approximately 100 participants including principals, committee members and teachers from MBE target and other schools. The second group, from Maospati sub-district, visited Batu on 20 December



Junior secondary school teachers in Magetan observing lessons in SMP 1 Wlingi Blitar. As a result this direct observation they adopted and implemented many of the ideas in their own classrooms.

2005 and included approximately 160 principals, committee members, and teachers from MBE target and other schools.

MAGETAN: MIN Tawanganom Not to be Left Behind

With lots of enthusiasm and commitment, **Madrasah Ibtidayah Negeri (MIN) Tawanganom** is getting on with improving the quality of education and don't want to be left behind other areas. Having received training in SBM, Community Participation and PAKEM and having made study visits, they went straight into action by meeting with the parents to form parents' groups.

Right: Parents listen to the explanations from the head of the school committee and the principal about forming of parent groups at MIN Tawanganom, Magetan.



Bpk Nurudin, a Bahasa Indonesia teacher at MIN Tawanganom gave an interesting example of how to brush your teeth correctly. The students were very enthusiastic and enjoyed learning this way. They practised the correct way to brush their teeth.



Above right: Bpk Nurudin is enthusiastically teaching using PAKEM by taking the children out of the classroom.

Activities Run Smoothly

Right: Magetan facilitators enjoying a serious discussion about the quality of education in their districts at the Pondok Bambu restaurant as a follow up to the district facilitator training in Batu.



Right: Bpk Sumarjoko, Sub-Head for Social and Cultural Affairs at Bappeda in Magetan seriously discussing education mapping and planning issues during a meeting on education mapping and planning in January 2006 at the Ki Mageti room in the district office.



SUKOHARJO: Teachers Dare to be Different

The MBE partner primary schools in Sukoharjo and Kartasura sub-districts have established MBE cluster groups. The Sukoharjo cluster was formed on 16 November 2005 and the Kartasura group on 24 December 2005. Each of the clusters has held teachers working group (KKG) meetings. There have been three meeting, two in Sukoharjo and one in Kartasura. During the MBE cluster KKGs, teachers behaved differently from usual in order to further their professional development.

The participated actively and enthusiastically, and they enjoyed the activities. This is something you find only rarely in regular KKG cluster meetings.



Teachers from the MBE primary school cluster in Sukoharjo sub-district involved in a teachers working group activity (KKG) at SDN Sukoharjo 2. Together they are making a Semester Program. This is the new look in the MBE partner schools in Sukoharjo district.

Another interesting result was their commitment to implement PAKEM learning in all the subject areas. To achieve this their priority is to have a lot of discussions and share their thoughts and experiences in order to solve the problems they face in their schools.

SUKOHARJO: Study Visit to Banyumas

From 14-17 November 2005, the teachers, principals, and school committee members of MBE target schools in the phase 3 district of Sukoharjo made a comparative study to Banyumas district which is a phase 2 district of the MBE program. They were accompanied by primary and secondary and religious school supervisors, the sub-district branch Heads of the Education Office, the Section Heads responsible for Primary, Secondary and Religious Schools and Education Office staff. Their visits were divided into two groups. Group I, Sukoharjo sub-district, made their visit on 14 November 2005 and group II, Kartasura sub-district on 17 November 2005. Through this comparative study Sukoharjo district hoped it could learn a lot from other districts that started the MBE program earlier and were more advanced and have been able to manage their schools using the principles of autonomy, transparency, accountability, and participation, and that have been effective in implementing PAKEM and improving student achievement.



Top: Bpk Wagimin, From SDN Jetis 1 Sukoharjo talking with grade 1 students of SDN Ajibarang Wetan, Banyumas.

Above: School Principal of SMPN 2 and 3 Kartasura Bpk Sutanto.Widayat (fourth from right) is talking with the Principal and School Committee members of SMPN 3 Ajibarang.

NGANJUK IN PICTURES: Teachers As Leaders



From Nganjuk: SDN Sonoageng 2 Prambon Before And After MBE

SDN Sonoageng 2 is situated in Prambon sub-district at the eastern end of Nganjuk on the border with Kediri district. The school which is led by Bpk Muchtarom, is undergoing considerable change: from being a conventional school, into becoming a typical PAKEM school. This is a welcome change. The commitment and enthusiasm of all the stakeholders in the school has totally changed the school, from being a 'clean school' (no displays of students' work) to a school that is full of displays. This can be seen from the amount of students' work displayed on display boards or on the classroom walls. It is clear that the students and teachers are really enjoying the teaching and learning processes.



In the photo above left: Ibu Mamik, a grade 1 and 2 teacher with her students in the classroom before the PAKEM training, while on the right you can see the 'new class' with the flavor of PAKEM.

On the right is a piece of student work from grade 1 at SDN Sonoageng 2 Prambon. Firstly the student observed, and then described parts of the human anatomy and drew a simple sketch of the human body.



Grade 4 Parents' Group at SDIT Baitul Izzah, Nganjuk.

Nganjuk district was not familiar with the concept of class parents groups. Some people thought it meant 'additional fees'. But that notion quickly disappeared when a parents group was formed at SDIT Baitul Izzah. The group is led by Bpk Agus Salim and is made up of members from various professional backgrounds. However they have a strong commitment to the education of their children. On Saturday, 24 December 2005 the grade 4 parents group met and drew up a number of programs including:



- ❑ Class visits by parents, or so called '*Peeping Teachers*'
- ❑ Parents visiting the classroom as resource persons
- ❑ Reading corners in the classrooms
- ❑ Study visits to the field
- ❑ Life skills programs to be developed by parents
- ❑ Providing additional learning aids in the classrooms
- ❑ Supporting the school committee program by producing a monthly bulletin
- ❑ Planning a Switch-Off-TV program in households between Sundays and Fridays from 6 p.m. to 10 p.m. so that students can focus more on their learning and praying
- ❑ Supervising children reading to prepare for their lessons

Legislative Support for MBE Program in Nganjuk

A number of members of Committee D from the local parliament in Nganjuk went to observe and monitor the impact and application in schools of the SBM, Community Participation and PAKEM training.

Bpk Didik Yudianto, a member of committee D explained this at a meeting of primary school principals in Prambon sub-district. At the meeting he emphasized the important role of parents and the school committee in school management and in supporting students' learning. The photo above shows Bpk Didik (left) with Bpk Arief Mahatma, Head of Administration of the Education Office in Nganjuk district, who also acts as secretary of the MBE Program Implementation Team in Nganjuk. Besides this, the support of Committee D was evident during a study visit to Probolinggo to look at the progress of MBE in that district so that it could serve as a reference point for the program in Nganjuk. The Nganjuk local parliament has been paying a lot of attention to the development of other aspects of MBE Programs. This was evident through their recent attendance at a recent Mapping and Formula Funding Team meeting in Nganjuk. We hope that this excellent partnership will continue.



FROM SEMARANG

Schools on the Move in Pringapus and Ambarawa

Primary Schools in the two target sub-districts have their own innovations to improve their students' performance. One of these activities is 'Sarapan Pagi' (Breakfast Time). Questions for a number of subjects written on slips of paper are set out at the front of classroom. Every morning students compete to come to school early as they can, so that they can choose the questions they want, because they want to choose different questions from the previous day. This activity has received a positive response from parents, because it makes the students more active and independent in solving problem for themselves.

Besides the above activities, in Pringapus sub-district the willingness to change can be seen at **SD Wonorejo 2** and **SD Penawangan 2**. Even though both schools are a long way from the sub-district office, the schools have enthusiastically accepted ideas from outside. SD Wonorejo 2, which is in a teak and rubber growing area, has been using the environment as a source of learning. Students learning science have collected a variety of leaves, roots, and even insects which they have then preserved.

Not wanting to be left behind, **SD Wonoyoso** which has been formed from the merger of SD Wonoyoso 1 and 2, has been achieving significant results. Community participation at SD Wonoyoso is high, as can be seen from the construction of a Biology Laboratory which was funded completely by the community. Besides the primary schools, **MTs Ma'arif** has also been trying to implement PAKEM.

There have been similar changes in schools in Ambarawa sub-district. For example, **SD Milir 2**, which is situated in a mountainous area, has been farming fruit, flowers, and vegetables as part of the local content curriculum and as a resource for learning. Besides this, on the 9 January 2006 the school held a meeting with community leaders, religious leaders and parents to discuss the importance of SBM, Community Participation, and the benefits of implementing PAKEM. **SD Candi 3** which is situated below Gedong Songo temple, has been trying to implement PAKEM by using the local environment.



1. Students of **MIN Panjang** discussing their work.
2. Bpk Teguh Sudarmoko – Head of Pringapus sub-district education office looking at the students' work on vegetable propagation at **SD Milir 2**.
3. Bpk Kusmanto, principal of **SD Wonoyoso** and the chairman of the school committee in front of the Biology laboratory built with funds from the community.
4. Grade 2 students at **SD Penawangan 2** enjoying learning outside the classroom.
5. A meeting to explain SBM and community participation at **SD Milir 2**.
6. The work of grade 4 students at **SD Wonorejo 2** – an Insectarium and Herbarium.
7. The Team of District Facilitators, the Heads of Pringapus and Ambarawa sub-district education offices visiting **SD Penawangan 2** and, even though it was a rough walk, everyone was enthusiastic.

Batu Mayor Supports Educational Progress

An Education Mapping and Planning Workshop in Batu, a joint activity of the Batu Education Office and MBE, took place on the 16 January 2005. The mayor, Bpk Imam Kabul (photo right), the Chairman of Commission D of the local parliament, I Ketut Wenten and Head of the Education Office, Imam Hidayat, took part in discussions to draw up recommendations. According to Bpk Imam Kabul MBE activities are highly compatible with the education development program developed by local government in Batu. The Mayor conveyed his thanks to the MBE and USAID who have been supporting educational development in Batu.



Then the Mayor advised the Education Office to review strategic issues once every three months as well as making sure that there is authentic mapping and data analysis to support program planning, implementation and evaluation. Besides this, discussions took place on strategic issues directed at improving the quality of teachers and students. He added that in implementing education policy, for example in redeploying teachers and principals, besides considering their performance, we need to listen to the 'voice' of the community.

Training of Phase 3 District Facilitators



KOTA MAGELANG



PURBALINGGA



PURWOREJO



KAB. SEMARANG



SUKOHARJO

Selection and Duties of the Facilitators

Facilitators for the 11 phase 3 districts have been selected. Each team consists of 12 persons, and in general they were chosen from supervisors, principals and teachers.

The team was chosen from the participants in the SBM, Community Participation, and PAKEM training in August and September 2005. Candidates were selected from participants that performed well during the training. They were observed and then interviewed at their schools by the local government staff (mainly from the Education Office) and also by MBE trainers and consultants. Finally selection of the team was agreed between local government and MBE.

The task of the team of facilitators is to assist teachers, principals and school committees in implementing SBM, Community Participation and PAKEM programs. Activities that they will organize include study visits to other schools, training, teacher exchanges, mentoring for teachers and support for teachers' working groups.

Facilitator Training

Facilitator training was held from 6 – 9 December in Purwokerto, Banyumas district for five districts from Central Java, and from 13 – 16 December in Batu for six districts in East Java. The photos on the left show the participants in the Central Java training. The East Java participants are shown on the next page.

Training activities included:

- ❑ Listening to the stories from successful practitioners in target schools and local governments about SBM, Community Participation, and PAKEM.
- ❑ Visiting MBE target schools in Banyumas, Kebumen, Batu and Blitar.
- ❑ Modeling and simulating PAKEM lessons and doing teaching practice in schools
- ❑ Planning a program of follow-up activities to be conducted by the facilitators in their own districts to develop SBM, Community Participation and PAKEM.



Local Government's Role

During the training the facilitators were accompanied by four staff from local government, including representatives from the district and target sub-district education offices. Local government has an essential role in increasing the quality of education. Our experience in districts that have been implementing the MBE program for some time has shown that the enthusiasm of local government officials in supporting SBM, Community Participation, and PAKEM activities has a strong influence on the outcomes in schools, and also on dissemination of the program.

Above Right: Ibu Sis Ruwiyanti from Purbalingga helping Rahmawati a grade 6 student at SD Bentul, Kebasen, Banyumas during teaching practice.

Right: Ibu Hasari an English teacher from Magelang during teaching practice at MTs Maarif NU Kebasen



Practical and Effective Training

MBE training is always practical, and uses successful practitioners from the field. In photo 1 Ibu Like, a teacher from SD Betek 1 in Probolinggo, who is also a local facilitator, relates her experiences to the participants in the training, watched by Ibu Irma, a teacher from SMPN 1 Banyuwangi.

In photo 2 the training participants learn about PAKEM by experiencing PAKEM for themselves. In this example they have been making things by folding paper (origami) and Abdul Kholik, a junior secondary school teacher from Trenggalek is describing the steps involved.

It is very important that teachers practice what they learn. In photo 3: Ibu Endang, a teacher from Situbondo district is helping students during teaching practice. Photo 4: Bpk Luntjana, an English teacher from Nganjuk, during teaching practice.



BANDA ACEH: PAKEM Training

PAKEM training activities in Banda Aceh included:

- ❑ Facilitators modeling examples of PAKEM learning, followed by participants making their own lesson plans. These lesson plans were then implemented in their schools observed the facilitators.
- ❑ Participants discussed how to create a good learning environment. The discussion included different ways of organizing students and how to make good and interesting displays.
- ❑ Discussing the role of school principals and supervisors in leading the professional development process because their role in school development is very important.
- ❑ Finally the participants drew up monitoring indicators for the implementation of PAKEM relating to changes that they hope to achieve in their schools after the training is completed. They also made follow-up plans for every school.

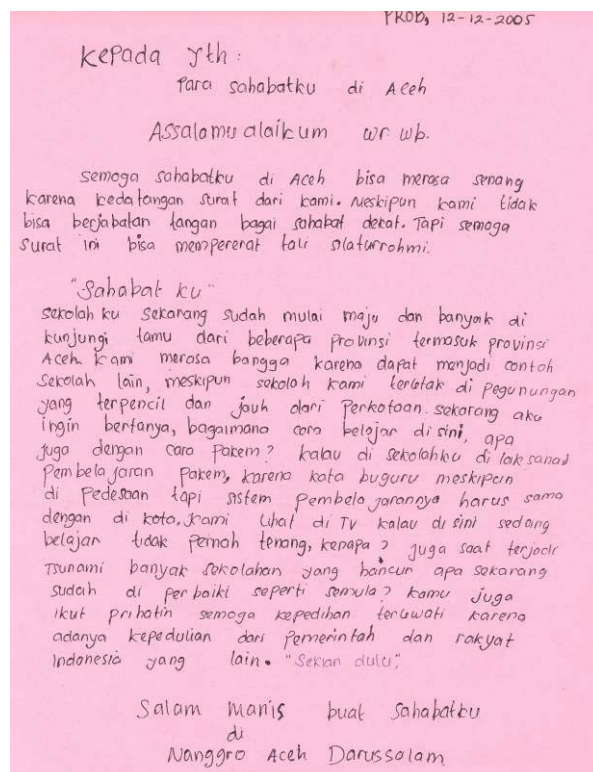
Below are a number of pictures of the training activities:



1. The training activities were very practical. Two participants doing an experiment so that they can get the feel of PAKEM themselves.
2. Ibu Handayani, a MBE facilitator from Kebumen, Central Java, explaining a number of points to the social studies group.
3. Ibu Rustina, a teacher of grade 1 at MD 110, helping children during teaching practice.
4. Bpk Bakhtiar, a teacher from MIN Masjid Raya during teaching practice explaining how to calculate volume to grade 6 students.
5. After their visit to Probolinggo the principal and teachers of MD 110 made displays of childrens' work.

Probolinggo Children Write to Friends in Aceh

During the visit to Probolinggo by a group from Banda Aceh in August, some members of the group spent time working in the classes of one of the MBE target schools, **SD Betek 1 in Krucil sub-district**, which is situated at the foot of a mountain. Ibu Like, one of the teachers is a MBE facilitator. When MBE was asked to train teachers at Banda Aceh on PAKEM she was one of the trainers selected. Just before she left for Aceh, several children wrote letters to their friends in Banda Aceh. You can read a letter from Sulastri, a grade 6 student below.



Team of MBE facilitators for the PAKEM training in Banda Aceh (from left to right).

Standing: Tiwi Nurhayati (Batu), Slamet Hariyadi (Madiun), Prima Setiawan (Jakarta Consultant), Susanto (Banyuwangi), Supriyono Koes (Malang Consultant), Kadis (Pati), Anwar Sutranggono (DC Banyuwangi), Mariaulfah (Mojokerto)

Sitting: Srianah (Blitar), Handayani (Kebumen), Like (Probolinggo), Sri Wahyuni (Batu)

KEBUMEN: Teaching Practice at SDN Gombang

Water Purification

Ibu Sutandiyah's Grade 3 students at **SDN 5 Gombang** tried purifying water. The children enjoyed the lesson. Learning outside the classroom and working with water kept them really interested.

Ibu Subandiyah and her children were assisted during their activity by the leader of the grade 3 parents group Ibu Nurkhasanah and Ibu Nurbaedi, a voluntary administrative assistant. The grade 3 teacher is due to retire in 6 months, but she still has the energy and will to teach using PAKEM. The learning



scenario prepared by the teacher a few days earlier was as follows:

- ❑ Each group of about 4 children brought 2 aqua bottles
- ❑ The bottoms were cut of the two bottles, then they were turned upside-down, and the tops of the bottles were blocked off.
- ❑ Bottle 1 was filled with gravel, sand, cotton wool and charcoal. Then it was filled with soil mixed with water.
- ❑ The other bottle was filled only with soil mixed with water.
- ❑ Both bottles were then left for about 30 minutes. Then the children observed what had happened.
- ❑ The students wrote down the results of their observations, and discussed them.
- ❑ The final results, complete with pictures were then displayed.

Help from the Private Sector for SDN 5 Gombang

Ibu Erna Haryanti (photo right) sponsors activities at SDN 5 Gombang. Even though she doesn't have a child at the school she has bought uniforms and a gamelan for the school's traditional music group. Bpk Sukarjono (on the left) is an active school committee member.



DBE Banten Visits MBE Target School in Banyumas

On 14 – 15 December 2005 the DBE program from Banten province visited a number of MBE target schools in Banyumas district. The 120 participants were divided up and visited 9 MBE target schools in the Kebasen and Ajibarang sub-districts.

In the photo (right) a number of the participants are in a discussion with Ibu Kasunarni, principal of **SDN Pancasan 3**, Ajibarang sub-district. These types of visits also encourage and motivate the schools themselves to develop.



BANYUMAS: Schools Active, Dinas Active too

On 26 – 27 December 2005 the District Education Office in Banyumas started orientation meetings about the MBE program for primary and junior secondary schools throughout the whole of Banyumas district. This activity was funded from the district budget. It was the initiative of Ibu Erna, the Head of the Primary Education Section at the Education Office in Banyumas, with the aim of introducing the MBE program to all primary and junior secondary schools throughout the district and helping them to understand it. The MBE target schools took advantage of this opportunity to display their schools' work. The result was an excellent display of the MBE target schools' works, as you can see in the photo below. Before participants entered the meeting room, they could view and discuss the displays of work from the MBE target schools. The schools are active and the Education Office is active in developing the MBE program in the Banyumas district.



This orientation activity had a significantly positive affect upon the participants. A number of sub-districts responded by proposing to conduct their own training. As a result Baturaden sub-district is holding training on the 20 – 21 January 2006. The training will be funded by the primary schools in the sub-district, a total of 29 schools, and also from other sources like school cluster funds and the teachers' union (PGRI).



At this orientation meeting, grants were given to the MBE target schools. These funds are to support the purchase of learning materials in the schools. Grants were given to schools in Kebasen and Ajibarang sub-districts. The funds were presented by the Head of Administration of the Banyumas Education Office, Bpk Drs. Eko Sumaryono.

DROP EVERYTHING AND READ!

This is a story from one of the schools in Probolinggo that is doing something new to encourage students to read. The school has been imitated by a number of surrounding schools.

It is difficult to encourage students to develop the habit of reading in the classroom. But there are many ways of doing it, and **SD Ngepung, Probolinggo** is one of the schools that has succeeded in increasing students' interest in reading. One of the methods used is by introducing silent reading. At SD Ngepung this activity is known as **DEAR (Drop Everything And Read)**. Silent reading is carried out every Tuesday to Saturday, before lessons start, from 06.15-06.30 a.m. Everyone in the school (principal, teachers, other staff and students) has to read quietly. No other activity is allowed except reading. The choice of book or other reading material is up to each person.

To encourage the student to read, they are asked to write summaries of the books they have read. Every one or two weeks the students' work is entered in a competition. The names of the writers of the best pieces of work are announced during the Monday flag raising ceremony. Besides having their work cited by the leader of the ceremony they also get prizes like, pencils, erasers, pens etc., the cost of which is not more than Rp. 1.000.

Regular silent reading has a very positive impact on students' interest in reading and adds to their knowledge and also their competency in a number of areas. Evidence of this includes improvements in essay writing, the improved oral ability and public speaking.



PURBALINGGA: Primary Teacher Training for the District Teacher Training a la MBE in Purbalingga

The Education Office in Purbalingga still had approximately Rp.50 million remaining from its 2005 district budget to support teacher training. Several non-MBE target schools in Purbalingga, asked if they could hold SBM, Community Participation and PAKEM training of the kind conducted by the MBE Program. This proposal and the request by the principals of the non target schools to have the training as soon as possible encouraged Bpk Anwar, S. Sos, the Head of the Primary Schools Section of the Education Office to coordinate with his colleagues in the Purbalingga Education Office. As a result of his rapid coordination the Education Office agreed to conduct the training at district level from 20 – 22 October 2005 for the non-target schools and at the same time make an selection of district facilitators from candidates



Teaching simulation in the the Bahasa Indonesia and Science class

identified at the previous MBE training. The trainers for this training were chosen from candidates for MBE facilitators from Purbalingga district. The training material for the primary school teachers at district level was the MBE SBM, Community Participation and PAKEM package. The results were very satisfactory because the participants enthusiastically implemented the results of the training in their individual schools, even though the training was conducted during the fasting month.

Purbalingga Study Visit to Banyumas

The Purbalingga local facilitators have just finished their first Training of Trainers from 5 – 9 December 2005 in Banyumas district and have started to conduct in-house training in their respective schools. They have started to disseminate PAKEM learning methods among the teachers who have not yet received MBE training so that they can begin to implement it in their own classes. The main obstacles faced by the facilitators are that they have difficulty providing real examples of the PAKEM learning processes, and there is a shortage of personnel to provide explanation and support for the teachers. Because of this, on 12 December 2005 the facilitators and the Education Office made a coordinated effort to address this issue. With support from MBE there was an agreement to make a study visit to the closest MBE target schools in the Banyumas district. On 14 December 2005 a total of 72 teachers, principals and school committee members representing 20 MBE partner schools took part in the study visit.



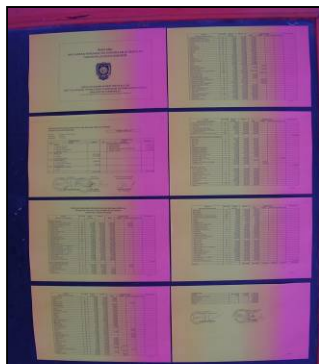
1. Ibu Esti (SD Galor 2), Ibu Windi (principal of SMP 2 Purbalingga) and Ibu Sri Sutarti (SMP 2 Purbalingga) listening to an explanation about PAKEM from a teacher at SMP 3 Ajibarang.
2. Teachers from MBE schools in Purbalingga observing lessons at SDN Bentul Banyumas.
3. Bpk Sismo, principal of SD Purbalingga Kidul 1 and other principals looking at files of children's work at SDN Bentul Banyumas.

During this study visit the participants were able to observe the processes and results of the MBE program. They came to understand the real benefits of the program and its appropriateness for their schools. A number of the principals and school committee members felt that other teachers should go on their own study visits so that they could see for themselves the PAKEM learning processes in action.

PURWOREJO: Teacher and Student Reflections

The MBE program has been running for four months in the schools, and it is six months since the MBE program first started in Purworejo district. The first SBM, Community Participation and PAKEM training has been conducted in the 20 MBE target schools. Each of the schools has implemented the results of the training and the follow-up plans they made during the training, even though not all the objectives have been achieved. However, the process is continuing to try to achieve the best results.

Improvement and change have happened since the training. Each school is working towards meeting the indicators of successful implementation of SBM, Community Participation and PAKEM. As part of their SBM and Community Participation programs, the schools have transparently displayed their school plans and budgets that they have made together with their committees. The participation of their communities has resulted in funding support, and material and non-material assistance. They have established parents' groups, even though not all the parents' groups have been particularly active.



The School Budget at SDN Tepus Kulon, Kutoarjo

Learning using PAKEM methods has begun to be evident in the target schools. It is evident because of the increased activity of both the teachers and the students during lessons. For instance: the teacher doesn't just sit or stand at the front of classroom and speak and students are no longer just copying everything from blackboard.

The following are comments from the teachers and students regarding the PAKEM method learning:

"Since PAKEM has been implemented in the school many things have changed. Students are more confident, active, and their creativity has increased. Because the students' arrival times are displayed they compete to come earlier. The thing that I noticed most, and really shows the change, is in the students' writing. They write much more in their own words. And the thing I like most is that after the students' work has been displayed they evaluate both their friends' and their own work. But one problem is that the classroom sometimes gets noisy, and because the students are confident, sometimes they get up in front of the class without knowing what they want to say." That is the comment from Ibu MM. Mujiyem, grade 5 teacher of SDN2 Kutoharjo.



Displays of students' work SDN 1 Kutoarjo outside the class, which are often viewed and read by parents when they accompany their children to school

Here is a comment from Mr. Tri Hastono, S.Pd (English teacher at SMP 13 Kutoharjo):

"With PAKEM there are automatically lots of very positive changes in the students compared to before. Students are more communicative because there are frequent interactions during lessons – both between the students and between the students and teacher."

Children are more confident to express their own opinions. They are more creative, work harder and create good outputs. And most importantly they are more enthusiastic during lessons."

Here are some reflections from a number of students at SMPN 13 Purworejo:

Sri Rahayu, grade 8B: *"My opinion regarding the PAKEM system of learning is that the learning is more enjoyable compared to the previous methods. My recommendation: all lessons at this junior secondary school should use PAKEM. My impression is that the learning activities outside the classroom are very enjoyable because they provide me with the opportunity to see things beyond the classroom and learn new things, I no longer feel like a frog in coconut shell."*

The reflections of a grade 7D student during at Mathematics lesson was as follows: *"The lesson was very enjoyable because it was like playing a game, I like learning this way. The lesson was fun, but the bell rang and I had not completed my task."*



Arief, Bisma and Danang (SDN 2 Kutoarjo) proud of their work which has been displayed by their teacher.

A reflection written by

Maulana Muklas: *"The students really enjoy the PAKEM system of learning social studies and are very happy, especially during activities outside the classroom. In this way learning has become an activity where students are able to express their opinions and clarify their thoughts."*

There is a change in atmosphere at SDN 1 Kutoarjo which is located in the Kutoarjo town near the sub-district education office. At this school, the students' work is not only displayed inside the classrooms but also on the outside. Because of its strategic location with the classrooms near the road, the students' work is displayed outside where parents who drop off their children every morning can see it. Many of the parents don't go straight home, instead they look at the students' work. Besides this, they can also see the school plan and budget on display.

Early Years Facilitators face Students at Unnes

On the 24 December 2005, 3 early years facilitators from Central Java (Asih Jarjani, Yuli Suprihatiningsih, and Suparni) were invited to meet primary school student (PGSD) teachers and their lecturers at the State University of Semarang (Unnes). This activity was organized as part of cooperation between the Diploma 2 Program at Unnes and MBE Central Java.



At the end of the activity the facilitators expressed their satisfaction because they were able to help the students scan the curriculum, make plans, and model some real lessons. The lecturers and students expressed their satisfaction because by being able to see the modeling of learning for the early years and they felt they had gained a broader perspective.

MADIUN: Special MBE Target School KKG-MGMP

One of the difficulties that teachers encounter in implementing PAKEM is in planning interesting lessons (making lesson plans) that are able to make students active using a variety of activities. Teachers in Madiun have overcome this by conducting a series of teachers working group (KKG and MGMP) meetings.

The first teachers working group meeting was held in October 2005. It lasted about 3 hours and included:

1. General discussion: The activities started with a number of stories of teachers' experiences with PAKEM method learning and the problems they faced. They shared their ideas on how to solve the problems.
2. Mapping of Basic Competencies: Participants were asked to choose one basic competency that they will soon be teaching. They then divided into class groups, grades 3-6 for primary schools and grades 1-3 for junior secondary schools. The basic competency was mapped and teachers thought of learning resources that they could use, and learning experiences for the students.
3. Presentation and Improvements: After the mapping had finished each group gave a presentation and the other groups were asked to respond and to add anything they thought necessary.

Photo right: Participants presenting the results of their group discussions.



The Second Teachers Working Group Meeting

This was a continuation of the first teachers working group meeting. The activity took place in December 2005. The participants were asked to bring their lesson plans from the first teachers working group meeting and also their students' work from the actual lesson. The activities were divided up as follows:

1. Discussion of students' work: The participants were asked to talk about how their lessons went and present their students' work. The problems they faced were also discussed so as to get feedback from the other participants.
2. Mapping another Basic Competency: Participants were asked to choose another Basic Competency that they would be teaching in the near future. The participants discussed what learning resources they would need and what learning experiences the students should be given.
3. Presentation and Improvements: After the mapping had finished each group made a presentation and the other groups were asked to respond and to add anything they thought necessary.

Photo right: Participants brought along their students' work and discussed how to improve their lesson plans so that lesson would be more interesting.



Similar activities will be held again in February 2006. After teachers are used to making lesson plans the activities and topics for the teachers working group will be changed.

BANYUWANGI: A Study Visit from West Kalimantan

Early in the month of December 2005, the MBE target schools in the Banyuwangi sub-district were visited by four districts from West Kalimantan including Kabupaten Sambas and Pontianak and Kota Pontianak and Singkawang. The participants in this study visit included the Head and Deputy Heads of the Education Office, Heads of Sub-district Offices and supervisors and principals of primary and junior secondary schools, in all about 57 people. The participants looked very enthusiastic when they observed the teaching learning processes using PAKEM. There was also a lot dialog between the participants and the school principals and committee members. In the photo right you can see the principal of the **SMPN 1 Banyuwangi** school committee, Bpk Kadir illustrating the role of the parents' groups, which have been running very successfully.



The participants were also very interested in the parents' groups that give great support to the implementation of the school program at classroom level. They asked questions directly to the students about their impressions of PAKEM. From these short visits they said that they were very satisfied and wanted to implement PAKEM in their own schools.

Making Ice-cream = A Physics Lesson

Physics lessons are no longer frightening or boring for students. On the contrary they have become enjoyable and challenging. This was evident during a physics lesson at **SMPN 1 Banyuwangi**. The students showed great enthusiasm and enjoyment during the lesson. They tried to relate the physics lessons to everyday activities. Ibu Rini, a Science teacher at SMPN 1 Banyuwangi, taught "Transfer of heat, change of form, lowering the melting point of ice, and heat insulation" by making ice cream. During the ice-cream making activity the students saw for themselves that creating heat from movement resulted in a change of shape. The materials and equipment were relatively cheap, only requiring salt, some ice blocks, syrup, a number of flavors and old biscuit tins. It appears that students understood better and more easily the principles involved by using this method rather just reading about it in their books.



Stories and Questions from the Districts

If you have questions or comments or would like to tell a story, please send them by post, fax or e-mail. Our address, fax number and e-mail address are on the back page.

PAKEM Development in Madiun

Some people believe that scouting activities are meaningless, however this is not always the case. SDN 01 – 02 Klegen, Madiun, has been running scouting activities and their students are enthusiastic because the activities were based on PAKEM.



Three weeks before the activities facilitator/teacher (S. Hariyadi, S.Pd) together with the rest of the teachers, and under the direction of Bpk Drs. Mudjijono and Ibu Siti Komsiatun, S.Pd the two principals, planned thematic learning activities to last for an extended period. Basic competencies in each subject area: Mathematics, Science, Social Studies, Bahasa Indonesia, Religious Studies and Sport were integrated into one theme and one activity. Finally it was agreed that the activity would be implemented on the 26 November 2005 at Wana Wisata Buper Kresiek, a forest owned by KPH Madiun.

SDN 01 – 02 Klegen, Madiun City

On 26 November 2005 grade 6 students of SDN 01 – 02 Klegen, Madiun city carried out the scouting activity in Wana Wisata Buper Kresiek, the site owned by KPH Madiun, to learn about the forest and its importance as a living resource.

The SDN 01 – 02 Klegen students were divided into groups. The group leaders received a briefing about their group tasks from the teachers. As part of cooperative learning the team leaders divided the duties among the team members before they left for the forest.



The students of SDN 01-02 Klegen during the visit to Wana Wisata Buper Kresiek

Having arrived at the site, the students did research about various aspects of the forest, for each subject (Science, Mathematics, Social Studies, Bahasa Indonesia, Religious Studies, Sport, and Scouts).

1. Science: Identify plant and leaf shapes, roots, stems, names of plants, ways of propagation, and their use. Learning this way the students felt it was easier to understand and absorb the learning.

2. Mathematics: Measure the length and width of leaves, circumference and diameter of an approximately 90 year old teak tree. Measure the distance between the plants/trees in the forest and calculate the approximate number of plants/trees within a defined area.
3. Social Studies: Explain the use of teak trees in terms of economics, and discuss re-planting and conservation. Links between the number of trees, and soil and water issues for both rural and city dwellers.
4. Bahasa Indonesia: Describe the natural environment in the Wana Wisata.
5. Religious: Describe your feelings about the glory of God's creations and life.
6. Sport: Test your physical and emotional condition.
7. Scouting: Develop team work skills, personal skills and independence.

In order to get a clearer picture and better a understanding of a living forest, SDN 01 – 02 Klegen worked together with Perhutani KPH Madiun, and received assistance from local experts who talked in greater depth about forest issues (in relation to Social Studies and Science).

The students enthusiastically asked questions and discussed the use and conservation of the forest and enjoyed themselves.

The students recorded their data and then discussed it before making a report about their research. All the group leaders reported their results to the teachers, then got feedback from them in order to improve their work.

By Bpk Slamet Hariyadi, Teacher at SD Klegen 01 – 02, Madiun

BANYUMAS: Little Funds, Big Results

On the right is a photo of Ibu Subartuti, a teacher at SDN Pandansari, Banyumas together with her students. Her commitment and passion for teaching her students to develop educationally is an example for other teachers. Despite the limitations of her school, Ibu Sukartuti and teacher colleagues at SDN Pandansari are actively implementing PAKEM. Due to the school's financial inability to purchase or make teaching aids, the students use discarded items as teaching aids. For example, Ibu Subartuti, a grade 1 teacher, uses discarded plastic water bottles as an aid for teaching addition and subtraction. As a result the students learn more quickly. They compete with each other to answer their teachers questions. This shows that PAKEM is not dependent upon large amounts of funds, but more upon how we can make imaginative use of simple resources to support improvements.



Results of the 2005 MBE Monitoring

MBE's annual program of monitoring took place in all Phase 1 and 2 Districts in September last year. The results from the monitoring were presented to USAID in December.

This Suara MBE review of the monitoring begins the process of sharing results with MBE partners in schools and Districts. The results demonstrate the strength of the partnership between schools, communities and local government in participating districts with MBE consultants and facilitators. The results are a welcome reflection of the dedication of so many people who have worked really hard in this partnership to improve the education of children in East and Central Java.

The question people want a quick answer to is *'is the work of MBE and its partners having any impact in schools and districts?* The answer, very simply, is *'yes it is!'* And we should add, *'... a very positive impact'.*

How the Monitoring was Done

In September 2005, small monitoring teams consisting of eight or nine local MBE Facilitators, consultants, and District Coordinators made monitoring visits to each of the Phase 1 and 2 district Education Offices and to a carefully selected sample of 77 schools including SD, MI, SMP and MTs. The teams gathered information by using questionnaires, by studying documents, meeting principals, teachers and local government officials, and by direct observation of classes at work.

Information from the field was recorded and then analysed in Jakarta. From the analysis of information, a very detailed 85 pages report was written. Anyone who is interested can request a copy of the report from MBE, but it is in English!

The Report

So, what does the report say? The report tells a story about the results of the activities of so many people in our MBE districts – and elsewhere in Indonesia. These results show very clear changes in the way children learn, in improving children's academic achievements, and in the ways in which their teachers are working with them to encourage more active, responsible and enjoyable learning. The report also tells a story about the enthusiastic management and other kinds of support that is being provided to children and teachers by parents, communities and by Education Office officials.

Children's Learning Improving

Key outcomes for MBE are that children's learning achievements improve over time and that schools have supported this by adopting an active, creative and joyful approach to learning and teaching. The results of the tests of children's learning in SD and MI are really very encouraging: scores rose from last years testing in the grade 1 and grade 4 reading tests, in grade 4 mathematics and in grade 5 science but fell very slightly in grade 4 writing. Overall, 78% of MBE schools' scores improved in 3 or more of the tests. An interesting finding is that girls performed better than boys on the reading, writing and mathematics whereas boys performed slightly better than girls on the science test.

MBE believes that these results confirm the strength of the learning and teaching approaches that are now being used in so many classrooms. 100% of MBE target schools have now sent teachers for training to learn about these approaches. On the basis of data

collected, and judging these data against the criteria agreed with USAID, it is estimated that the active learning approach has now been adopted in 86% of target primary schools and in 91% of junior secondary schools.

The monitoring of lessons in classrooms showed that a very large majority of teachers are now using interesting and challenging strategies that support and encourage their students' active learning. Teachers are using strategies such as organizing their students into small learning groups, making and using teaching aids from local materials, displaying children's work, giving more personalised feedback and help to students, encouraging students to express their feelings and opinions more openly and to write in their own words rather than uncritically copying material from books or the teacher's words from the blackboard.



Both the monitors and casual visitors to MBE schools have commented favourably on just how much classrooms have changed into attractive, warm and challenging places where children and teachers are enthusiastically engaged in active learning that is both enjoyable and rewarding.

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Community Support Increasing

But it is not only the schools, teachers and children that are changing for the better. There are also changes occurring in the communities that support their



schools and in the local government's management practices. Schools have been moving towards local management and community responsibility for some years now and MBE has been supporting the continuing development of this approach with considerable success as the data in the monitoring report shows. Over two thirds of schools are meeting all the criteria for effective school based management now. The criteria include having an active school committee that is involved in planning and budgeting and where communities are increasing their financial and other support for schools.

One of the ways in which communities support schools is through their participation in classroom activities. Here they either help teachers or make a direct contribution by discussing their area of interest and expertise with students. The monitoring found parents and community members are now helping in 61% of primary schools and in 46% of junior secondary schools.

The idea that schools can be assisted to provide better quality education by in-kind contributions from the community seems to be gathering strength. Not only are parents assisting in classrooms and making financial contributions, they are also very active in maintaining and improving facilities in the majority of schools. So too are local companies and industries. A surprising and very welcome 70% of schools are reporting that they have received financial or in-kind support of this kind. This support is usually in the form of direct funding, scholarships or materials and equipment for education.

Management and Leadership by Local Governments

All of these achievements would not be possible without the active encouragement and support of local governments. MBE has been supporting districts in planning, in making the most effective use of the teaching workforce, their facilities and buildings and with more equitable and efficient funding strategies.



So, how are things progressing at district level? Methods by which districts are being encouraged to make efficiency gains are by merging small schools, creating multi-grade schools and by deploying teachers to more closely reflect regional demographics. Targets for mergers, the creation of multi-grade schools and redeployment of teachers have all been achieved. Districts are also supported to implement funding strategies that are more closely related to student numbers and local needs and in ways that are more equitable and transparent. So far three districts, Kebumen, Pacitan and Batu have implemented such an approach to funding.

In monitoring these management processes and the broader principles of district planning the need for further work to strengthen planning processes and documentation was identified and this is being followed up immediately.

One interesting development has been in Pacitan where the creation of multi-grade schools is recognised as offering many educational

quality benefits as well as the more obvious economic ones. Pacitan initiated and implemented a program of teacher and principal professional development both within the sub-districts supported by MBE and in other sub-districts as well to support the full implementation of multigrade teaching. This development illustrates how quickly a district can establish a national reputation for leadership in a particular educational innovation.

Leadership is being demonstrated at district level in other ways. Some districts have clearly demonstrated their strong commitment to improving educational quality through their funding decisions.



Two districts, Probolinggo and Madiun, actually increased education spending even though the APBD had declined. Kebumen increased funding to education by almost 40% even though the APBD had increased by only 14%.

Spreading Innovation to Other Schools

Finally, the good news from the monitoring does not stop with the MBE supported schools and districts in Phase 1 and 2. It extends well beyond these schools into the new MBE Phase 3 schools, elsewhere in Java, and beyond. And the numbers of educators, schools and districts involved is very impressive indeed.

From their own resources and with some MBE technical support, the Phase 1 and 2 districts have disseminated improved management and teaching concepts to 2,813 non-MBE schools and 23,115 participants in their districts. In addition, they have helped at least 40 other districts in Indonesia. Much of this dissemination is done through formal training but other strategies are used with great success, in particular, study visits. A study visit to Probolinggo by officials from Aceh is likely to lead to implementation of changes there based on the outcomes of that visit.

The results are very gratifying to MBE. They represent a changing culture in schools and in schools management that is responding enthusiastically and responsibly to the opportunities presented by local management in the new democratic environment in Indonesia.

Where to next?

MBE Spreads out of Java

Having heard about the MBE activities a number of areas outside Java (other than Banda Aceh) are now interested in MBE activities. In some cases districts want to run MBE activities using their own funding or from local donor funding. Among other things, the MBE team plans to visit Timika district in Papua to discuss with them the possibility of joining the MBE program using funding from Freeport, located in their district. During the past three months MBE has helped two other districts. Read on for more information.

North Pontianak on the Move

Since September 2005, WVI (World Vision Indonesia), an international NGO has been maintaining contacts with one of the MBE facilitators in Probolinggo from SDN Ngepung, Sukapura sub-district. After a lengthy visit to Probolinggo to observe schools WVI asked two MBE facilitators (Suyitno and Ganief Rojikin) to train schools in Pontianak.

Training was held from 19 – 21 December 2005 at the Kartika Hotel in Pontianak. The participants came from 16 WVI target schools North Pontianak sub-district. There were a total of 75 participants. They were made up of the school principal, 1 teacher, and 2 school committee members from each of the schools.

The training was opened by the Head of the Primary School Section at Pontianak Education Office with a welcome address from Erickson Sidjabat from WVI. The training materials used was the Training Package 1 developed jointly by MBE and CLCC. The participants worked on the SBM and the community participation units. From the first day they were very enthusiastic and eager to know more about SBM and community participation.

On the second day they started making school vision, mission, and school goals / expectations statements. Then they continued by making tables to help them make their School Development Plans (RIPS). On day three they finished producing their RIPS and agreed to display the results on their school notice boards.

The last activity involved discussing monitoring indicators related to their follow-up plans for monitoring the impact of the training over the next six months. After sharing information with the other school groups they agreed that the results of their discussions would be written on sheets of large manila card and displayed openly at their schools.

The training activities which focus on SBM and community participation should have finished on 21 December 2005, but the WVI team extended the training activities for a further three days from 22 – 24 December 2005 with new participants and different training materials. The teachers and principals in North Pontianak were so keen to learn that the WVI team found their enthusiasm difficult to contain. Finally the WVI had to limit the number of participants from the schools to 1 – 2 teachers per school with a total of 30 participants.

The training materials focused on PAKEM. To create a good learning environment teachers need materials that are interesting. Having identified facilities and other things that should be available in their classrooms, they reorganized their classrooms. It was called 'scanning the classroom'. The participants experienced for themselves how a class could be reorganized to support PAKEM-



Suyitno, one of the MBE facilitators, helping the participants plan a citizenship lesson. You can also see Erickson Sidjabat (standing wearing a white shirt) watching the discussion taking place



Above: The classroom before its reorganization .

Below: The participants planning the classroom reorganisation.



style learning activities. The participants made displays of student work, reading and clean corners, etc.

The teaching practice was followed up with a post-teaching expo. This activity was attended by teachers, principals, and supervisors. Many schools asked WVI for more training of this kind. The response was well received and WVI will have a follow-on program in 2006.

Congratulations North Pontianak, Congratulations WVI!

By: Suyitno, Primary School Supervisor/MBE Facilitator from Probolinggo.



After the teaching practice the training participants make an exhibition.

Training Impact Evaluation in Makassar

A number of districts in South Sulawesi, West Sulawesi, North Sulawesi and South Kalimantan which receive funding from the World Bank through the 'Kecamatan Development Program' will conduct SBM, Community Participation and PAKEM programs like those being implemented in the MBE and CLCC programs. Training of the target schools will be managed by the Ministry of National Education. The NGO, *Save The Children UK*, has been given the task of monitoring the program impact, including its impact on students. At the end of July 2005 Bpk Hadi, an MBE consultant from East Java and Mr. Stuart Weston, the MBE Program Director trained a team from South Sulawesi to implement the tests used by MBE to evaluate the program's impact on students. Bpk Hadi is pictured on the right together with Karin Johnson from Save the Children UK and a number of members of the team of testers.



The PAKEM Virus Starting to Spread in Trenggalek!!!

Several primary schools in Karangan sub-district (not an MBE target sub-district) made their own study visit to MBE schools in Blitar.

Above: Teacher from Karangan sub-district learning about PAKEM at SDN 1 Babadan Blitar; 5 Jan '05

FROM MALANG:

So Many Changes in Just Six Months

Even though the MBE program has only been running 6 months, its echo is spreading rapidly and has been widely accepted by education practitioners in Malang district. After the SBM and PAKEM training and study visits, the MBE target schools showed great enthusiasm for implementing real change in their schools.

Besides the visible physical changes, the motivation and commitment of school management and stakeholders had clearly increased. The MBE target schools were trying to show that constructive change had taken place in their schools, and there was a desire to be better than other schools. Evidence of this is that several target schools made their own study visits to other MBE target schools that were more advanced. About 11 target SD schools made these study visits and some of them more than once. They also invited committee members, parent groups and some non-target schools to take part.

Generally, the changes included: Most of the principals of the target schools have been implementing democratic principles of leadership, participation, transparency, and open management, and given their teachers and students creative freedom in a positive atmosphere; almost all the teachers in the target schools feel "challenged" to implement PAKEM to the best of their abilities. The result is varied, with each school having its own style. In relation to SBM and community participation many principals have publicly displayed their school plans and budgets. Community participation has increased and is varied in its nature. Parents and parents' groups are showing more concern and getting involved, for example, in supervision of students, painting classrooms, making displays and in the learning processes.



1. The role of the community is not confined to fund raising. The class parents' group at **SDN Sedayu 3 Turen** is actively involved in helping the teachers with the teaching in class.
2. The school budget is also displayed at **SDN Sedayu 3, Turen** under the leadership of Ibu Cholifah.
3. The environment in the classroom of Ibu Sri, a teacher at **SDN Kendalpayak, Pakisaji** encourages the children to learn actively.
4. At **MI NU Wadung Pakisaji** not only the children are creative, Ibu Rini W. is also active and creative in creating an appropriate environment and learning media for the children.
5. The students at **SMPN 1 Turen** actively learning English with Ibu Sri Rahayu. The lesson is more enjoyable and effective, because the teacher uses *learning by doing*.

SDN Tangkil On RCTI, SCTV

For 4 history-making days, from 25 – 28 November 2005, SDN Tangkil 01, a school on the edge of rice fields in Wlingi, Blitar was honored by being chosen by USAID as the subject for filming their public service advertisements about learning innovations, because of their success in implementing PAKEM and community participation. The principal, teachers, students, school committee members, and parent groups representatives of grades 1 – 6 played their roles in a scenario directed by the well known director Garin Nugroho. They participated in casting, and they played their roles. Garin Nugroho's evaluation of SD Tangkil 1 was that it is an exceptional school and great visually. Because of this, the results of the filming were also great. These results were due largely to the MBE program. The 30 and 60 second advertisements will be run on four nation-wide TV stations: RCTI, SCTV, TPI and Metro TV during the months of January and February 2006.

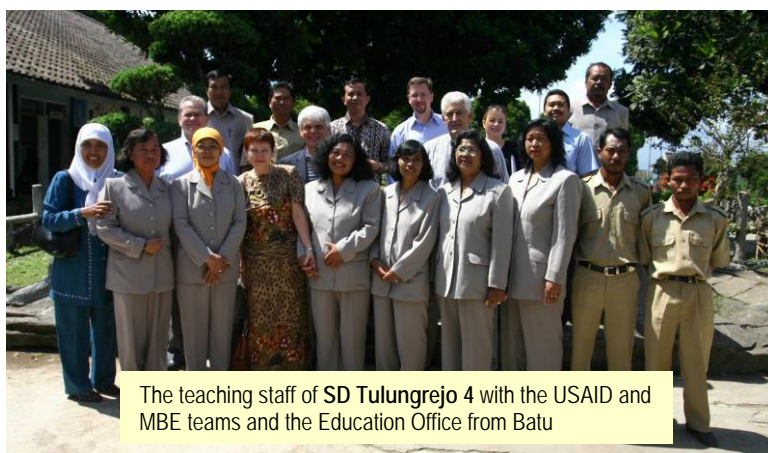


The scenes shot included

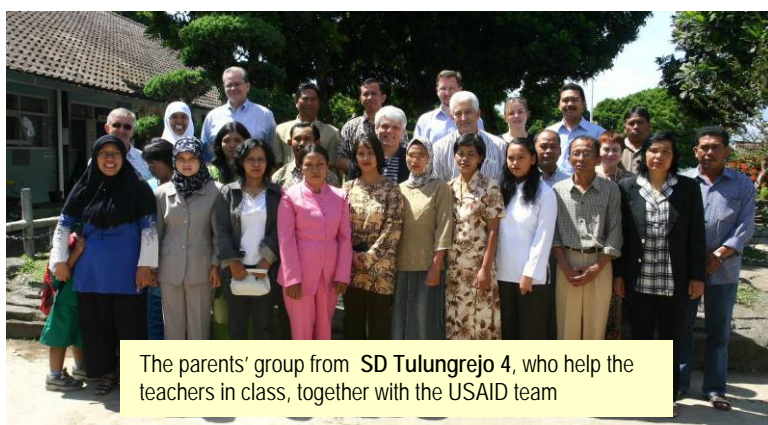
1. Teaching using the environment
2. School teachers' working group (KKG)
3. A parents' group meeting
4. Drawing up and displaying the school budget
5. PAKEM lessons
6. A presentation from the school principal



USAID Visit to Schools in Batu



The teaching staff of SD Tulungrejo 4 with the USAID and MBE teams and the Education Office from Batu



The parents' group from SD Tulungrejo 4, who help the teachers in class, together with the USAID team



The teaching staff of MI Bustanul Ulum the USAID and MBE teams

1. Bill Frej, Director of USAID Indonesia and Jill Gulliksen from the Education Office at USAID Indonesia in discussions with Ibu Prihastutik, a teacher at SD Tulungrejo 4.
2. Allyson Stroschein from USAID Washington, Jim Hope, Head of the Education Office at USAID Indonesia and Ibu Furaidah, an MBE consultant at SD Tulungrejo 4.
3. Bpk Asari, MBE Coordinator for East Java in an animated discussion with Jim Kunder, Director of USAID for Asia and the Near East, Robert Cunnane, Deputy Director of USAID Indonesia and Ibu Khunainah, a teacher from MI Bustanul Ulum.
4. Jim Kunder, accompanied by the MBE Program Director being interviewed by TV during the visit to MI Bustanul Ulum.
5. A student at MI Bustanul Ulum with her teacher, Ibu Fatmaningsih discussing the news in the newspaper.
6. Bill Frej in discussion with students at MI Bustanul Ulum.

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 Jakarta Stock Exchange Building, Tower 1, Floor 29, Jl. Jenderal Sudirman Kav. 52-3 Jakarta 12190 Indonesia
 Tel.: +62 21 5150260 Fax: +62 21 5150249 Email: mbeproject@cbn.net.id, Website: mbeproject.net